



Virginia Substitute Evaluation Program

Implementation Manual

2008-2009

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IMPORTANT REMINDERS FOR 2008- 2009

Carefully review this *VSEP Implementation Manual* in addition to other related resources identified within and resources provided by your school division. Please pay attention to the following:

Manual Format

- The *VSEP Implementation Manual* is a guide primarily for teachers who are providing instructions to students who are participating in the VSEP assessment. It includes the following information:
 - (1) program description
 - (2) roles and responsibilities of staff
 - (3) participation criteria
 - (4) implementation procedures
 - (5) guidelines for preparing evidence
 - (6) summary of scoring, rescoring, and resubmission processes
 - (7) frequently asked questions by teachers
 - (8) forms

NOTE: Please destroy all 2007-2008 VSEP Implementation Manuals.

Participation Guidelines

- Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during the fall or spring administrations.

Course Work Compilation (CWC)

- Tests in a multiple-choice format are not allowed as evidence.
- For the Fall 2008 and Spring 2009 Administrations, items submitted in the CWC must have the *Student Evidence Identification* (SEI) Tag:

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input type="checkbox"/> VSEP
Content Area:	
SOL:	
Bullet:	
Inferred:	Demonstrated:

The SEI Tags may be ordered from Pearson via PEMSolutions or downloaded from the VDOE website at:

www.doe.virginia.gov/VDOE/Assessment/VSEP/SEITemplate.doc

1. VIRGINIA SUBSTITUTE EVALUATION PROGRAM DESCRIPTION

The Virginia Substitute Evaluation Program (VSEP) is an alternative method of assessing students who by the nature of their disability are unable to participate in the Standards of Learning (SOL) assessments even with testing accommodations. The difference between the SOL tests and the VSEP is the method of assessment. Students participating in the VSEP are expected to provide evidence of achievement through a Course Work Compilation (CWC) based on the same standards as students taking the multiple-choice and direct writing SOL tests.

A student's CWC represents his or her performance and skills attained within a specific subject area addressed in the SOL test blueprint. The VSEP provides eligible students with the opportunity to earn the requisite verified credits for a standard or advanced studies diploma or to meet the requirements of a modified standard diploma through non-traditional means.

The VSEP is available to students with disabilities who are enrolled in courses with end-of-course SOL assessments and students in grades 9-12 who need the grade 8 numeracy and literacy certification required to earn a modified standard diploma. All students with disabilities participating in the VSEP must meet the eligibility criteria established by the Virginia Department of Education. All participation decisions are the responsibility of the student's IEP team or 504 committee.

As an alternative method of assessment, the VSEP consists of the following six components:

❶ Intent to Submit a Substitute Evaluation Plan

This form is completed and signed by the student's IEP team or 504 committee. It documents that the student meets the VSEP eligibility criteria, accommodations have been considered, and that an alternative method of assessment is justified. The *Intent to Submit a Substitute Evaluation Plan* must be submitted to the Virginia Department of Education.

❷ Evaluation Plan Submission Form

In addition to providing information about the student and the school division, this form describes the assessment evidence planned to demonstrate the student's individual achievement for each SOL on the course test blueprint. The *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education.

❸ Evaluation Plan Approval/Denial Form

This form documents the Virginia Department of Education's response to the student's evaluation plan for an alternative assessment. The response may be designated as approved, denied, or pending receipt of additional information.

❹ Course Work Compilation

The CWC is a collection of student work that demonstrates individual achievement in course content standards as presented in the SOL test blueprint for the academic content area being assessed.

❺ Course Work Compilation Submission Cover Sheet and Affidavit

The CWC Cover Sheet includes the *Affidavit of Student Performance* that ensures all evidence presented in the CWC is the student's individual work completed under the supervision of the content teacher or other school personnel.

❻ Request to Rescore (as appropriate)

A school division may request a CWC be rescored if the student received a failing score AND there is agreement between two school division staff members that it should have received a higher score.

2. VSEP WITHIN THE STATE ACCOUNTABILITY SYSTEM

The *No Child Left Behind (NCLB) Act of 2001* requires that all students, including those with disabilities, be assessed on statewide accountability measures to determine Adequate Yearly Progress (AYP). The *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA) and NCLB require states to create alternate assessments for students unable to take the general statewide assessments.

For all students with disabilities identified under the IDEIA, the Individualized Education Program (IEP) team determines how the student will participate in the accountability system. For students identified under *Section 504 of the Rehabilitation Act of 1973* as amended, the 504 committee determines how the student will participate. The IEP or 504 plan must specify the student's participation in either the SOL assessments or the Virginia Alternate Assessment Program (VAAP), according to specific criteria.

The VSEP is an option for participation in the SOL assessments and should not be considered as a separate assessment system for a specific course or student. Students are not allowed to participate in the VSEP and the SOL assessment for the same subject area test during an administration.

Table 1. Virginia Assessment Program Options for Students with Disabilities

Content Standards	Assessment Options	Available to Students
Standards of Learning (SOL)	SOL Assessments without accommodations	Grades 3-8 and EOC tests
	SOL Assessments with accommodations	Grades 3-8 and EOC tests
	Virginia Substitute Evaluation Program (VSEP) /Verified Credit for Standard and Advanced Studies Diploma options (Student submits a Course Work Compilation)	End-of-Course (EOC) tests
	VSEP/Literacy and Numeracy Certification for Modified Standard Diploma option (Student submits a Course Work Compilation)	Grade 8 Reading and Mathematics tests
	*State-approved substitute tests for verified credits or literacy and numeracy certification	EOC tests Grade 8 Reading and Mathematics tests
	Virginia Grade Level Alternative (VGLA) (Student submits a Collection of Evidence)	Grades 3-8 subject area content
Aligned SOL	Virginia Alternate Assessment Program (VAAP) (Student submits a Collection of Evidence)	Grades 3-8 and Grade 11 for Reading, Mathematics, Science, and History/Social Science subject area content

*Current list of state-approved substitute tests are located at: www.doe.virginia.gov/VDOE/Assessment/SubTestChart.pdf

3. SCHOOL DIVISION RESPONSIBILITIES FOR THE VSEP

Many school division personnel are responsible for the implementation of the VSEP. These include:

- Division Director of Testing (DDOT)
- Director of Special Education
- School Coordinator
- Course Content Teacher
- Special Education Teacher

A brief explanation of the roles and responsibilities of each of these persons follows.

Division Director of Testing

Each division has designated a Division Director of Testing (DDOT). The DDOT serves as the point of contact between the school division and the Virginia Department of Education and Pearson. The DDOT has divisionwide responsibility for implementation of VSEP requirements and procedures and the dissemination of VSEP reports.

Director of Special Education

In addition to being familiar with VSEP requirements and procedures, the Director of Special Education must identify and address the professional development and support needs of special education and related services personnel involved in the VSEP CWC. The Director of Special Education and the DDOT are encouraged to share responsibilities for planning and ensuring that appropriate training and materials are provided to teachers and all other division staff responsible for the implementation of VSEP.

School Coordinator

The School Coordinator is the person designated within each school to serve as the point of contact between the DDOT and the school. The School Coordinator is responsible for ensuring that all procedures required for the VSEP are implemented within the school. The School Coordinator may be asked to monitor the development and progress of the CWC to ensure that all SOL are addressed. Any questions the School Coordinator has regarding the VSEP are to be directed to the DDOT or Director of Special Education.

Course Content Teacher

The course content teacher is responsible for implementing the VSEP guidelines according to the procedures contained in this manual. The remaining sections of this manual contain more specific information about the teacher's duties and responsibilities for the VSEP. Any questions the course content teacher has regarding the VSEP are to be directed to the School Coordinator.

Special Education Teacher/Case Manager

Like the course content teacher, the special education teacher/case manager is responsible for implementing the VSEP according to the established guidelines. The special education teacher is responsible for supporting the instruction of VSEP students by providing effective strategies and adapting materials. Any questions the special education teacher has regarding the VSEP are to be directed to the School Coordinator.

4. CRITERIA FOR PARTICIPATION IN THE VSEP

4.1 Determine Eligibility of Students for the VSEP

Criteria for participation in the VSEP are as follows:

- The student must have a current IEP or 504 plan (or one is being developed).
- The student must be enrolled in a course or has passed a course that has an SOL EOC test and/or the student is pursuing a Modified Standard Diploma and is seeking certification to meet the literacy and/or numeracy requirements.
- The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the SOL assessments even with accommodations and therefore requires a substitute evaluation.
- All accommodations have been considered for use with the student in the course/content submission area.

Justification for determining eligibility for the VSEP should not be based on the following:

- student's disability;
- belief that the student may fail the test;
- belief that the student does not need this assessment to be promoted to the next grade or to graduate with an advanced studies diploma, a standard diploma, a modified standard diploma, a special diploma, or a certificate;
- student is reading or is performing below grade level;
- belief that the experience will be too stressful for the student;
- student's behavior prohibits taking the test with a group; or
- student has not mastered all of the curricula that are covered in the assessment(s).

4.2 Become Familiar with Special Accommodations

In considering possible participation in the substitute evaluation program, IEP team/504 committee members need to be sure that all possible SOL test accommodations have been examined within the student's program in order to provide access to content and assessment within the specific SOL course. Refer to Appendix B, Section III, *Allowed Accommodations*, for a list of accommodations that are currently available for use on SOL assessments. Questions about whether accommodations not listed are permissible for a specific test should be directed to the School Coordinator or the Division Director of Testing.

4.3 Identify Students for the VSEP

In making the decision regarding participation in the VSEP, all students with disabilities must first be considered for SOL test participation. A student may be able to participate in the SOL assessments with accommodations. Participation in the VSEP should only be considered after SOL participation has been discussed and all possible accommodations have been fully examined. Eligibility decisions must be made on a test-by-test basis, and individual basis.

The identification of students to participate in the VSEP is a responsibility of the IEP team/504 committee. In exercising this responsibility, all IEP teams/504 committees are required to use the criteria for participation in Section 4.1.

The participation criteria are designed to guide teams in identifying the population of students with disabilities who are unable to access the SOL tests even with accommodations. When using these criteria, IEP teams/504 committees should base decisions on current and historical data such as evaluations, school records, parent/teacher input, medical records, etc.

The IEP team/504 committee decision about participation in the substitute evaluation shall be documented in the student's IEP or 504 plan. All information pertaining to the student's participation in the VSEP shall be maintained in accordance with §22.1-289 of the Code of Virginia and Board of Education Regulations 8VAC20-150-10 (Transfer and Management of Scholastic Records).

4.4 Determine the SOL Course to be Assessed

Based upon meeting the VSEP participation criteria and Virginia Department of Education approval of the course evaluation plan, students may qualify to submit a VSEP CWC for the following courses:

End-of-Course content areas

- English: Writing
- English: Reading
- Algebra I
- Algebra II
- Geometry
- Biology
- Earth Science
- Chemistry
- Virginia and United States History
- World History I
- World History II
- World Geography

Grade 8 content areas required for the Modified Standard Diploma

- Reading (literacy assessment)
- Mathematics (numeracy assessment)

5. PROCEDURES FOR THE VSEP

5.1 Inform Parents about the VSEP

Local school divisions are responsible for informing parents of students with disabilities who qualify for VSEP as an option, and for communicating how evidence of student performance will be collected, the types of evidence needed, and the conditions for gathering such evidence. Parent information is available from Parent Resource Centers, Division Directors of Testing (DDOT), Directors of Special Education, and the Virginia Department of Education, Division of Student Assessment and School Improvement. If photographs, video, or audio are to be submitted as evidence, school divisions must obtain written parental consent. Consent should remain on file in the school division.

5.2 Examine How the Student Accesses SOL Content

The IEP team/504 committee examines how the student accesses instruction and content and demonstrates the knowledge learned in the general education course being considered for the substitute evaluation program. Consideration for participation in the substitute evaluation program is on a test-by-test basis. The IEP team/504 committee examines the full range of accommodations before considering the student for the VSEP. If the IEP team/504 committee finds that the student cannot be accommodated on a specific SOL assessment, the team should complete an *Intent to Submit a Substitute Evaluation Form* (Appendix B) to document that the student's performance and skills will be evaluated using the VSEP. This form must be completed during an IEP/504 meeting. A separate intent form must be submitted for each course assessment for which the student is seeking to use the VSEP.

5.3 Complete the Intent to Submit a Substitute Evaluation Form and an Evaluation Plan Submission Form

Once the decision to participate in the VSEP has been made by the IEP team or 504 committee, the student's course content teacher and his or her special education teacher are responsible for completing the *Intent to Submit a Substitute Evaluation Form* and an *Evaluation Plan Submission Form*.

5.3.1 Intent to Submit a Substitute Evaluation Form

This form documents the decision by the IEP team or 504 committee of the student's eligibility for participation in VSEP. It indicates all of the testing accommodations that the student uses and that are listed in his or her IEP. Also included in this document is a *Justification Statement*. When completing this section, teachers will explain why the IEP team/504 committee determined that the student's disability prevents access to the SOL assessment even with accommodations. Teachers should reference data in the student's cumulative record including the most recent psychological evaluation, medical reports, learner characteristics and/or teacher observations. The *Justification Statement* should be unique and individualized for the student and include information regarding the student's disability, the impact of the disability on classroom performance, accommodations used in classroom, division, and state assessments. Sample *Justification Statements* are in Appendix B.

5.3.2 Evaluation Plan Submission Form

The Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. The test blueprints for each content area are located at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

VSEP Evaluation Plan Worksheets are available at **www.doe.virginia.gov/VDOE/Assessment** to ensure that each SOL stem and bullet are included in the evaluation plan. The Evaluation Plan should address evidence for the CWC over the duration of the course and must reflect a complete demonstration of the skills and knowledge related to the standards addressed in test blueprint. It should contain the methods or products used to demonstrate achievement of the standards. The plan should be unique and individualized for the student. A sample evaluation plan using a variety of evidence types is available in Appendix C.

5.4 Submit the Intent to Submit a Substitute Evaluation Form and an Evaluation Plan Submission Form

The building administrator or designee is responsible for submitting to the DDOT the completed *Intent to Submit a Substitute Evaluation Form* and the *Evaluation Plan Submission Form*. The DDOT is responsible for submitting these forms to the Virginia Department of Education, Division of Student Assessment and School Improvement.

Within ten business days from receipt, each *Intent to Submit a Substitute Evaluation Form* and *Evaluation Plan Submission Form* will be reviewed by Virginia Department Education staff. Using the rubric in Appendix D and marked approved, denied, or pending receipt of additional information. If the plan is approved, the course content teacher and the special education teacher may proceed with the implementation of the evaluation plan and the collection of evidence for the student's CWC. If the evaluation plan is marked denied or pending, the course content teacher and the special education teacher should examine the recommendation on the *Evaluation Plan Approval/Denial Form* and take appropriate actions. Within ten business days from receipt of the denial, the building administrator or designee is responsible for resubmitting the amended *Intent to Submit a Substitute Evaluation Form* or *Evaluation Plan Submission Form* to the Division of Student Assessment and School Improvement.

5.5 Inform Student of Requirements

After the approval has been received, the course content teacher and/or special education teacher should inform the student, parents, and carefully review requirements and expectations of the VSEP program. This review should include, but not be limited to, the discussion of:

- SOL test blueprint for the assessed content area;
- approved evaluation plan;
- types of evidence to demonstrate SOL knowledge and skills;
- scoring rules and procedures; and
- anticipated submission date of the completed CWC.

6. COURSE WORK COMPILATION

A Course Work Compilation (CWC) is a selection of student work that demonstrates that she/he has achieved a level of performance for a specific SOL course/content area. The School Coordinator and other school or division personnel should monitor the development of students' CWC prior to submission for scoring.

6.1 Include Varied Types of Evidence

Students must submit a CWC containing representative samples of work that demonstrate a level of performance in content based on the SOL. The actual evidence selected may include, but is not limited to, work samples, audios, videos, anecdotal records, interviews, charts/graphs, and other student-generated work that demonstrates a level of performance in the selected content area submitted. The evidence selected should reflect consistent use of classroom accommodations specified for the student in his or her IEP or 504 plan. Multiple-choice test formats as evidence will not be scored. ONLY work completed by the student under the direct supervision of a teacher or paraprofessional is allowable in the CWC. Adherence to the evaluation plan is very important. All evidence submitted must be identified by a *Student Evidence Identification* (SEI) tag and must be graded so the right and wrong answers are clearly identified or include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Several examples of evidence that may be included in a CWC are as follows:

Example 1

A student may write an in-depth research paper on a subject of interest that includes a bibliography of cited works. This paper may be submitted to defend a number of English standards:

9.7a,b

The student will credit the sources of both quoted and paraphrased ideas.

- Define the meaning and consequences of plagiarism.
- Distinguish one's own ideas from information created or discovered by others.

10.10a,b

The student will collect, evaluate, and organize information.

- Organize information from a variety of sources.
- Verify the accuracy and usefulness of information.

11.9a-d

The student will analyze, evaluate, synthesize, and organize information from a variety of sources into a documented paper dealing with a question, problem, or issue.

- Narrow a topic.
- Develop a plan for research.
- Collect information to support a thesis.
- Evaluate quality and accuracy of information.

Example 2

Students may submit work samples from class projects that are specific to a standard, and/or products that demonstrate understanding of the concepts evidenced.

Example 3

Students may submit an audiotape to demonstrate proficiency in reading or literature, or for describing a concept or progression. Students may use an audiotape to evidence their abilities to instruct others in a sequence or activity.

Example 4

Students may submit charts or graphs they have completed using principles in mathematics or statistics. Students may submit work completed on word processors or graphing calculators to demonstrate the ability to complete specific functions addressed in mathematics or science.

6.2 Description of Evidence and Examples

6.2.1 Work Sample

A work sample contained in a VSEP collection must demonstrate that the student was able to complete the work independently under direct supervision of a teacher or other school personnel. The work sample should demonstrate knowledge and/or skills addressed in a specific or multiple SOL for the content area/grade level submission. Work samples may include worksheets, tests, quizzes, writing samples, and any other student-generated work that may be used to demonstrate skills and/or knowledge of the SOL addressed.

Tips for Teachers

- All work must be graded correctly so that the student's proficiency on the content is clear. Correct and incorrect answers should be clearly indicated.
- Care must be given to ensure that the work sample(s) address all the concepts stated in the SOL.

6.2.2 Audio

A student may submit an audio for the VSEP. For example, a student may submit an audio of himself or herself answering questions about a specific topic. The student may read a selection on audio, or he or she may describe a procedure to demonstrate knowledge of the procedure. Once again, the audiotape must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to read questions on the audiotape, but responses should be the student's alone without the use of note cards or cue sheets. Audiotapes should include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- A signed release form that grants permission to use a recording of the student's voice may be required by the school division before including the audio in the collection of evidence.
- Check with your School Coordinator to determine the required format (s) for audio.
- Include a script of the audio. This strategy is an excellent safeguard if the audio equipment breaks or malfunctions.
- State the SOL number and description on the recording prior to the portion of the tape with the student evidence.
- If a tape recorder is used to produce an audio for multiple standards, include a brief list using the counter.
- Audiotapes containing more than one voice should indicate the portions belonging to the student.

6.2.3 Video

A student may submit video with various content areas for the VSEP. For example, a student may submit a video of himself or herself working at a blackboard to demonstrate a skill or knowledge. The video may contain an interview of the student on a specific topic or show the student performing a specific skill. The video must contain only student-generated information and/or work. It is appropriate for a teacher or other school personnel to be on the video to ask questions, but responses should be the student's alone without the use of note cards, cues, or other prompting. It is recommended that a transcription of the video be included. The video must include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- A signed release form that grants permission to use students' photographs and record their images and voices is required before including a video in the collection of evidence.
- Include a script of the video. This is an excellent safeguard to ensure evidence is not lost if the video equipment breaks or malfunctions.

6.2.4 Anecdotal Record

The student or teacher may submit an anecdotal record of student performance as a type of evidence for the VSEP. An anecdotal record is a log on student performance. In this instance, the teacher may record a skill or knowledge demonstrated by the student alone in an anecdotal record of student performance, or the student may write his or her own anecdotal record indicating how and what he or she was able to demonstrate for specific knowledge or skill. Anecdotal records should include the date of performance, a description of the observed skill or procedure, and a statement of accuracy describing the student's level of achievement on the SOL content.

Tips for Teachers

- Observation should be carefully planned to ensure that the student has the best opportunity to demonstrate his or her skill and knowledge.
- The observer should describe the learning environment and the specific activities and responses of the student. For example: On April 5, 2009, Katie collected two online resources and three books on diabetes. She was able to locate accurate information regarding the warning signs.

6.2.5 Interview

The student or teacher may submit an interview as a type of evidence for the VSEP. Interviews might be conducted by the teacher with the student to demonstrate understanding of a concept or skill. The teacher would ask the student questions related to the topic being discussed and the student would provide a response. Interview questions should be concise and precise in design to afford the student the best opportunity to demonstrate what he or she knows about the given topic being discussed. The interview should include a statement of accuracy describing the student's level of achievement on the SOL being defended.

Tips for Teachers

- Interview questions should be prepared in advance to ensure that the SOL content is completely addressed.
- Interview questions should be short and clear to give the student the best opportunity to respond.
- Follow-up questions are permitted, but must also be documented.
- Interviews may be recorded by video or audio. Include a script of the interview. This is an excellent safeguard that ensures evidence is not lost if equipment breaks or malfunctions.

6.2.6 Data Chart/Graph

Charts and/or graphs may be submitted as evidence of student achievement. These should reflect student skills and/or knowledge and may be generated by the teacher and/or student.

Tips for Teachers

- Charts and graphs must contain specific information that relates to the student's skills and knowledge, the date of performance, and the student level of achievement.
- A chart or graph that simply indicates a student's level of progress on a specific skill may not provide enough information to rate the student's knowledge of that skill.

6.2.7 Captioned Photograph

Photographs with a captioned statement may be used to show student performance of SOL knowledge and skills.

Tips for Teachers

- A signed release form that grants permission to use a student's photograph is required before including photographs in the collection of evidence.
- If the photograph includes more than one person, the student who is participating in the VSEP must be clearly identified.
- Identity of students other than the target student should be obscured in photographs.
- Most importantly, the photograph must also be accompanied by a detailed statement that describes the activity occurring and the student's level of achievement.

6.3 Select Evidence for SOL in the Test Blueprint

Standards evidenced should be those contained in the *Virginia Standards of Learning Test Blueprint* for the specific content area being assessed. The SOL test blueprints are located at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

Any standards noted in the blueprint as "SOL Excluded from This Test" should not be evidenced in the student's CWC. ONLY those SOL described and contained within the test blueprint for a given course must be evidenced in the CWC. The CWC should reflect knowledge and skill(s) in each standard and reflect the student's performance for a given standard to the greatest extent possible. The work submitted within the CWC must be solely that of the student.

Each SOL can be evidenced with a single entry or within the body of a larger work. Students may submit projects or papers that reflect proficiency on multiple standards. For example, a student may submit a research paper with citations to demonstrate a level of proficiency for multiple English standards. A student may submit a science experiment on video to demonstrate proficiency for multiple Chemistry standards.

Tips for Teachers

- Label the evidence to indicate all standards that are being proven (including inferred standards).
- In all cases, evidence should demonstrate the full and complete knowledge and/or skills attained by the student in the SOL addressed.
- Evidence is rated based on the quality of work, not the quantity submitted.
- All evidence must be solely the student's work completed in the presence of a teacher or other authorized school personnel.

6.4 Provide Special Accommodations

Students should complete the CWC using appropriate accommodations provided in their academic settings and documented in their IEP or 504 plan. However, evidence submitted for the VSEP should demonstrate that the student understands the concepts and content evidenced, and demonstrates a level of achievement for the SOL being assessed.

6.5 Use Student Evidence Identification (SEI) Tag

Each item of evidence must have an SEI Tag. This tag identifies the assessment and provides the content area, the specific SOL number, and any bullets addressed by the evidence.

The SEI Tag should also indicate whether the evidence is inferred or demonstrated. Demonstrated should be checked to describe evidence in which the SOL knowledge and skill are clearly shown. The term inferred should be checked if the evidence permits the positive conclusion to be made regarding the student's knowledge of SOL content. Typically, when inferred is indicated, the evidence presented represents a higher-level skill. Knowledge of a less complex skill can be concluded (or inferred) on the basis of the higher-level skill that has been demonstrated.

STUDENT EVIDENCE IDENTIFICATION (SEI) TAG	
<input type="checkbox"/> VGLA	<input checked="" type="checkbox"/> VSEP
Content Area: Algebra I	
SOL: A-10	
Bullet:	
Inferred:	Demonstrated: <input checked="" type="checkbox"/>

6.6 Organize the CWC for Return to the School Coordinator

The student's course content teacher and special education teacher/case manager should identify evidence for inclusion in the CWC. Consideration should be given to the student's program of study and exposure to all content assessed on the SOL test blueprints, as performance on the VSEP is based on the same standards. Any planned products or work samples should be written into the student's course evaluation plan. Student-generated work samples such as research papers, projects, videos, audios, and all required documentation should be organized into a three-ring binder. Place a Pre-ID student label on the outside spine of the binder and on each piece of non-paper media. If you do not have a sufficient number of pre-printed Pre-ID student labels, make sure that each piece of evidence is clearly labeled with the student's name, date of birth, State Testing Identifier (STI), the name of school division, and school. Videos and audios should be packaged in a secure manner. A transcript for each recording submitted should also be provided in case the evidence is lost or malfunctions. Videos and audios should have an SEI Tag.

6.7 Complete Course Work Compilation Submission Cover Sheet and Affidavit

All staff persons who have provided supervision of the student during the creation of the CWC must complete and sign an *Affidavit of Student Performance*. The affidavit ensures that all work is solely that of the student and that it has not been altered, modified, or fabricated in any way. A copy of the *Course Work Compilation Submission Cover Sheet and Affidavit* is located in Appendix E.

6.8 Inspect the CWC and Prepare for Scoring

Prior to submission of the CWC for scoring, the collection should be carefully reviewed by the course content teacher and the building administrator or designee. A *VSEP Teacher Checklist for Course Work Compilation* (Appendix F) and *VSEP Administrator Checklist for Course Work Compilation* (Appendix G) are provided to assist in these reviews.

The review should ensure that:

- all required forms are completed and signed.
- all SOL addressed in the test blueprint are evidenced in the CWC.

- all work samples are appropriately graded with either a letter grade, numerical grade, or evaluative comments as determined appropriate by the teacher, and include a completed SEI Tag.
- a Pre-ID student label has been placed on the outside spine of the binder and on each piece of non-paper media.
- all accommodations are noted and documented.

The *VSEP Completed Course Work Compilation Submission Checklist* in Appendix H may be used to review and inspect the CWC prior to submission for scoring.

7. VSEP SCORING SYSTEM

7.1 Required Documentation for Scoring

The *Evaluation Plan Approval/Denial Form* (Appendix D) and the *Course Work Compilation Submission Cover Sheet and Affidavit* (Appendix E) must accompany each student's CWC for scoring. The signed affidavit ensures that the evidence in the CWC is that of only the student. The course content teacher and special education teacher should complete all locally required documentation and organize the CWC according to the *Course Evaluation Plan* (Appendix B, Section III). It is the responsibility of the DDOT to submit the final CWC and required documentation for scoring on specified dates and locations provided by the Virginia Department of Education.

7.2 Procedures for Reviewing and Scoring the CWC

Pearson will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students.

Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC **MUST** demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student's individual achievement. Refer to the *Virginia Standards of Learning Test Blueprints* at:

www.doe.virginia.gov/VDOE/Assessment/soltests/

7.2.1 Process for scoring

The scoring process for the VSEP involves the use of a four-point rubric that judges the evidence presented in the CWC as it relates to the standards being addressed.

Table 2. Scoring Rubric

Score	Descriptors
0	There is <i>no evidence</i> of the specific Standard(s) of Learning being addressed.
1	There is <i>little evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
2	There is <i>some evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
3	There is <i>adequate evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.
4	There is <i>ample evidence</i> that the student has demonstrated the skills and knowledge stated in the Standard(s) of Learning being addressed.

Table 3. Scoring Rubric Addendum

The rubric is augmented by an addendum to provide further explanation and understanding of the scoring terms.

Descriptor	Detailed Explanation
No Evidence	A score point of “0” may be assigned if the evidence submitted does not show any level of individual achievement for the SOL being defended.
Little Evidence	The course work compilation provides a minimally sufficient <i>demonstration</i> of the student’s knowledge and understanding of the SOL. The evidence is incomplete and mostly inaccurate, exhibiting only a very basic level of understanding. Overall, the quality of the evidence presented is weak and does not satisfy most of the requirements of the SOL.
Some Evidence	The course work compilation provides only a partially sufficient demonstration of the student’s knowledge and understanding of the SOL. The evidence may be incomplete or may exhibit major lapses in accuracy. Overall, the quality of the evidence presented does not satisfy many of the requirements of the SOL.
Adequate Evidence	The course work compilation provides a reasonably sufficient demonstration of the student’s knowledge and understanding of the SOL. Most of the student’s work is accurate and correct, but the performance is not consistent and may be incomplete. Overall, the quality of the evidence presented is appropriate and satisfies many of the requirements of the SOL.
Ample Evidence	The course work compilation provides a fully sufficient demonstration of the student’s knowledge and understanding of the SOL. Minor lapses in accuracy and completeness may occur, but overall the quality of the evidence presented consistently and appropriately satisfies most of the requirements of the SOL.

7.2.2 General VSEP scoring rules

Rule 1 Evidence must be student-generated

- If the student work is copied from sources such as the blackboard, texts, or computer, the work cannot be considered in scoring.
- If the student work is based on a take-home test, open-book test, or homework, the work cannot be considered in scoring.
- If the student work includes examples or directions that clearly provide answers for students, the work cannot be considered in scoring.
- If the student work is done as part of a group project or assignment and the contribution of the submitting student is not clearly identified, the work cannot be considered in scoring.
- If the student work contains multiple-choice test formats, the work cannot be considered for scoring.

Rule 2 Evidence must include a correctly completed SEI Tag

- If there is no SEI Tag, the evidence cannot be considered in scoring.

Rule 3 Evidence must clearly address accommodations, captions, and grading, as appropriate

Accommodations

- If an accommodation has been used in the creation of the evidence, then the accommodation must be documented in the evidence.

Captions

- If the evidence includes photographs, captions that address the student's individual achievement must be included; otherwise the evidence cannot be considered in scoring.

Grading

- If the evidence includes work samples such as worksheets, tests, and quizzes, the work samples must be graded by the teacher and correct and/or incorrect answers should be clearly identified. The grade may be a letter grade, numerical grade, or evaluative comments, as determined by the teacher. Evidence such as anecdotal records, audios, videos, and interviews must include a statement of accuracy describing the student's level of achievement on the SOL being defended. If the information included in the work sample can be verified, the scorers should verify the accuracy of the student's work.

NOTE: The *SOL Curriculum Framework* may be used to assist scoring teams to understand the standards addressed.

7.2.3 Score reports

Score reports for students submitting a VSEP will be posted in PEMSolutions upon completion of scoring. VSEP scores will verify a credit for the course being submitted or provide certification that the student has met the literacy and/or numeracy requirements of the Modified Standard Diploma.

8. VSEP APPEALS PROCESS

8.1 Purpose of an Appeal

The primary purpose of the appeal process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC be appealed if the student received a failing score **AND** there is evidence that the CWC should have received a higher score. Evidence of this requires that at least two division staff members who are familiar with the VSEP rubric review the CWC and agree that it should have received a higher score.

8.2 Procedures for Request to Rescore CWC

- Request to rescore a student's CWC may be initiated by parents or by school personnel.
- Requests for rescore should be considered only if there is substantial evidence that the CWC should have received a higher score. Division staff familiar with the rubric used to score this assessment must review the CWC.
- All requests to rescore must be reviewed and approved by the school division before being submitted to Pearson.

NOTE: The School Coordinator and DDOT will provide specific procedures for requesting an appeal to rescore a student's CWC.

9. RESUBMISSION

The purpose of resubmissions is to allow a student's failed CWC to be resubmitted, based on current SOL policies regarding retakes. Students are required to resubmit the entire CWC to include additional evidence for standards that were previously scored less than adequate.

NOTE: The School Coordinator and DDOT will provide specific procedures for a resubmission.

APPENDIX A
Virginia Substitute Evaluation Program

Frequently Asked Questions by Teachers

Q1. What kind of student would take the VSEP?

The VSEP is an appropriate assessment for students with disabilities who have an IEP. The typical student with disabilities who is eligible for the VSEP has a current IEP and needs accommodations that fall outside those allowed for the administration of the paper and pencil or online formats of the Standards of Learning (SOL) test.

Q2. In which grade level and content areas can the VSEP be used as an alternative to the SOL assessments?

The VSEP is available for students with disabilities for any course for which there is an end-of-course SOL assessment. It is also available for students in grades 9-12 who need the grade 8 numeracy and/or literacy certification required to earn a modified standard diploma.

Q3. What forms should be submitted before we can begin collecting evidence for a VSEP?

The *Intent to Submit a Substitute Evaluation Plan* and the *Evaluation Plan Submission Form* must be submitted to the Virginia Department of Education, Division of Student Assessment and School Improvement. The plan will be marked approved, denied, or pending receipt of additional information. Once the plan has been approved, evidence may be collected for the student's Course Work Compilation (CWC).

Q4. Can students use accommodations on VSEP evidence?

Yes. A student may submit evidence using accommodations as specified within the student's current IEP. Those accommodations should be noted in Section III of the *Intent to Submit a Substitute Evaluation Form*.

Q5. Collecting samples of work for students submitting a VSEP takes a great deal of effort. Why do teachers have to prepare a Course Work Compilation for this assessment?

Collecting work samples and student products is a routine part of the ongoing instructional process. Although additional work is required to plan, organize, and prepare the CWC for submission, the VSEP provides students with disabilities a method of demonstrating their knowledge of SOL content through non-traditional means. Given the broad range of methods available to students participating in the VSEP, a course work compilation is the most flexible and efficient method for examining student performance.

Q6. What supporting documentation must be submitted with the Course Work Compilation?

The *Evaluation Plan Approval/Denial Form* and a completed and signed *Course Work Compilation Submission Cover Sheet and Affidavit* must be included in each CWC. Also, each item of evidence should have a completed SEI Tag.

Q7. Can the VSEP Course Work Compilation be reviewed by parents and other school personnel?

Yes. The Course Work Compilation is available for review and feedback by the student, parents and other school personnel as needed.

Virginia Substitute Evaluation Program

Frequently Asked Questions by Teachers

Q8. How is the VSEP scored?

The testing contractor will select and train scorers to review the submitted CWC. Scorers will consist of individuals who are familiar with the course content area being assessed and the characteristics of the submitting students. Scorers will focus on the content area being assessed and the evidence presented within the CWC. Evidence in the CWC MUST demonstrate the required SOL content identified in the test blueprint for the area being assessed and the level of the student's individual achievement.

Q9. What are VSEP appeals and resubmissions?

The primary purpose of the appeals process is to provide an additional step to ensure that the score assigned to the student's CWC is an accurate representation of the student's achievement. A school division may request that a student's CWC score be appealed if the student received a failing score AND there is evidence that the CWC should have received a higher score. Evidence requires that at least two division staff members who are familiar with the VSEP rubric review the CWC and agree that it should have received a higher score.

The purpose of resubmissions is to allow a student who failed a course evaluation submission using the VSEP to retake/resubmit another VSEP CWC, based on current SOL policies regarding retakes. Students are required to resubmit the entire CWC, to include additional evidence for standards where the scores were not successful.

APPENDIX B

Virginia Substitute Evaluation Program

2008-2009 Intent to Submit a Substitute Evaluation Form

Directions: A separate *Intent to Submit a Substitute Evaluation Form* is required for each evaluation considered.

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall ☐ Spring

Submission Subject/Course: _____

Resubmission Subject/Course: _____

Section II: School Division Information

School Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

Course Content Teacher: _____ Date: _____

YES **NO** (check yes or no for each statement)

☐☐

The student has a current IEP or 504 Plan (or one that is being developed).
(Please do not submit the student's IEP/504 Plan.)

☐☐

The student is enrolled in a course or has passed a course that has a Standards of Learning end-of-course test and/or the student is pursuing a Modified Standard Diploma and seeking certification to meet the literacy and/or numeracy requirements.

☐☐

The impact of the student's disability demonstrates to the IEP team or 504 committee that the student will not be able to access the Standards of Learning assessment(s), even with accommodations, and requires a substitute evaluation.

☐☐

All accommodations listed on the following pages have been considered for use with the student in the course/content submission area.

(If **NO** is checked for **ANY** box, the student does **NOT QUALIFY** for the Virginia Substitute Evaluation Program.)

APPENDIX B, continued

Virginia Substitute Evaluation Program

2008-2009 Intent to Submit a Substitute Evaluation Form

Section III: Allowed Accommodations

Directions: Check each box that corresponds to the considered and selected accommodations as it pertains to the student's program and disability.

TIMING/SCHEDULING —

- ☐ time of day
- ☐ breaks during test
- ☐ multiple test sessions *
- ☐ order of test administration

SETTING —

- ☐ preferential seating (e.g., at the front of the room or in a study carrel)
- ☐ individual testing (one-on-one)
- ☐ special lighting
- ☐ adaptive or special furniture
- ☐ hospital/home/non-school setting

PRESENTATION —

- ☐ Braille *
- ☐ large print *
- ☐ enlarging the answer document
- ☐ reading directions to students
- ☐ simplifying directions
- ☐ interpreting/transliterating directions (e.g., sign language, cued speech) *
- ☐ written directions to accompany oral directions
- ☐ clarifying directions
- ☐ reading of test items aloud
- ☐ masks or markers to maintain place
- ☐ audiotape version of test items*
- ☐ interpreting/transliterating (e.g., sign language, cued speech) test items
- ☐ magnifying glass
- ☐ amplification equipment (e.g., hearing aid or auditory trainer)
- ☐ templates

**Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the document, Virginia Department of Education's Procedures for Participation of Students with Disabilities in Virginia's Accountability System.*

APPENDIX B, continued

Virginia Substitute Evaluation Program

2008-2009 Intent to Submit a Substitute Evaluation Form

Section III: Allowed Accommodations

PRESENTATION —

- ☐ reading test items aloud on the English: Reading test *
- ☐ using audio-cassette version of the English: Reading test *
- ☐ interpreting/transliterating (sign language, cued speech) test items on the English: Reading test *

RESPONSE —

- ☐ student marks booklet and teacher/proctor transfers answers to answer sheet *
- ☐ student responds verbally, points, or indicates an answer and teacher/proctor marks answer sheet *
- ☐ abacus – mathematics aids
- ☐ arithmetic tables
- ☐ braille *
- ☐ large diameter/special grip pencil
- ☐ word processor *
- ☐ typewriter *
- ☐ word prediction software
- ☐ augmentative communication device *
- ☐ spell check (including spell checkers)
- ☐ spelling dictionary (does not include a dictionary with definitions)
- ☐ tape recorder (only for pre-writing activity to tape response for English writing test)

RESPONSE —

- ☐ dictation to a scribe (writing sample component of the English writing test only) *
- ☐ use of a calculator with additional functions to those routinely supplied to all students

**Special procedures are to be followed for any accommodation accompanied by an (*). Please consult the document, Virginia Department of Education's Procedures for Participation of Students with Disabilities in Virginia's Accountability System.*

2008-2009 Intent to Submit a Substitute Evaluation Form**Section IV: Justification Statement**

In the space below provide a justification statement and reference documentation as to why the IEP team or 504 committee has determined that the impact of the student's disability prevents access to the Standards of Learning assessments even with accommodations. Teachers should reference data in the student's cumulative record including the most recent psychological evaluation, medical reports, learner characteristics, and/or teacher observations. This justification statement should be unique and individualized for the student and include:

- a brief overview of the student's disability;
- the impact of the disability on the student's classroom performance; and
- the accommodations that have been used in classroom, division, or state assessments, and impact on the student's performance.

Signed:

_____ Date _____
Course Content Teacher

_____ Date _____
Special Education Teacher

_____ Date _____
Parent

_____ Date _____
Building Administrator or Designee

_____ Date _____
Other

APPENDIX B, continued

Virginia Substitute Evaluation Program

Sample Justification Statements
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Sample 1

Kimberly is a 12th grade student with a learning disability in mathematics. According a recent educational evaluation (September 2008), her disability negatively impacts her ability to comprehend and interprets symbols, patterns, and graphic information accurately and consistently. In the classroom, Kimberly frequently makes mistakes in calculation problems and needs one to one assistance and extended time for most of her assignments. When she is presented with tests and quizzes in a multiple-choice format, Kimberly becomes frustrated and will randomly mark answers. She requires constant prompting to stay on task and to focus on the information being presented. Kim has taken the *Algebra I* test two times without success even though she has been afforded numerous accommodations including assistance with directions, reading in English of test items, mathematics aids, and use of a calculator. Based on this information, the IEP committee selected the VSEP as the appropriate assessment option to give Kimberly access to the SOL assessment.

Sample 2

Ron is 11th grade student with disabilities who is currently pursuing the Modified Standard Diploma. The results of his triennial evaluation indicated that Ron has significant attentional and processing deficits which were the basis of his identification as a student with Other Health Impairments. Ron is easily distracted by auditory and visual stimuli in his environment and requires constant re-direction to stay on task. Ron's teacher reports that he understands most of the *Grade 8 mathematics* content, but he performs poorly on math quizzes and tests, most of which are in a multiple-choice format. He has taken the *Grade 8 mathematics* SOL assessment without success three times using a variety of accommodations including small group testing, individual testing, noise buffers, and a study carrel. The IEP committee determined that Ron may be able to demonstrate his knowledge best in a non-traditional format and selected the VSEP as the most appropriate assessment for him.

Sample 3

Nicole is a 12th grade honor student with a deteriorating vision. In the past, Nicole has used magnifiers and large print materials during classroom instruction and assessment. A recent vision examination indicated that Nicole's vision has deteriorated considerably within the last three months. Although, Nicole's IEP indicated that she would take the SOL EOC *Virginia and United States History* assessment using the large print format, her current visual ability suggests that she will not be able to access the test in this format. Nicole is not proficient in Braille. Based on this information, the IEP committee recommends that Nicole take her EOC *Virginia and United States History* assessment using the VSEP.

APPENDIX C

Virginia Substitute Evaluation Program

2008-2009 Evaluation Plan Submission Form

Section I: Student Information

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

Current Grade of Enrollment: _____ Diploma Program(s): _____ Administration: ☐ Fall* ☐ Spring

Submission Subject/Course: _____

Resubmission Subject/Course: _____

Section II: School Division Information

Division Name: _____ Division Number: _____

School Name: _____ School Number: _____

Course Content Teacher: _____ Date: _____

Signed:

Course Content Teacher Date _____

Special Education Teacher Date _____

Section III: Evaluation Plan/ Worksheet

Attach the completed VSEP 2008-2009 *Evaluation Plan/ Worksheet* for the appropriate subject area/course. The VSEP 2008-2009 Evaluation Plan/ Worksheets are available on the Virginia Department of Education Web site at:

www.doe.virginia.gov/VDOE/Assessment/VSEP/Worksheets/indexvsep.htm

*The Fall VSEP Administration is for students instructed in semester block courses and/or students identified as Term Graduates (i.e., scheduled to graduate by the end of the Fall term).

Appendix C, continued

Virginia Substitute Evaluation Program

2008-2009 Evaluation Plan Submission Form

Section III: Sample Evaluation Plan/Worksheet – End of Course World History and Geography: 1500 A.D. to the Present

Name: _____ State Testing Identifier (STI#) _____

Course Content Teacher: _____ Special Education Teacher: _____

Directions: This Evaluation Plan will explain how the student will demonstrate individual achievement of each SOL addressed in the test blueprint. Each SOL stem and bullet should be addressed in this plan. The plan should address evidence for the CWC over the duration of the course and must reflect a complete demonstration of the skills and knowledge related to the standards addressed in the test blueprint. It should contain the methods or products used to demonstrate achievement of the standards. The plan should be unique and individualized for the student. Submit one copy with the Evaluation Plan Submission Form. Use your copy to monitor the CWC throughout the semester.

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Standards of Learning WHII.1a-e will be assessed throughout the reporting categories based on content links within the Curriculum Framework.				
Emergence of a Global Age	WHII.2	The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by b) describing artistic, literary, and intellectual ideas of the Renaissance; e) citing major technological and scientific exchanges in the Eastern Hemisphere.		
	WHII.3	The student will demonstrate knowledge of the Reformation in terms of its impact on Western civilization by a) explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, and Henry VIII; b) describing the impact of religious conflicts, including the Inquisition, on society and government actions; c) describing changing cultural values, traditions, and philosophies, and assessing the role of the printing press.		

Appendix C, continued

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	WHII.4	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by a) explaining the roles of explorers and conquistadors; b) describing the influence of religion; c) explaining migration, settlement patterns, cultural diffusion, and social classes in the colonized areas; d) defining the Columbian Exchange.		
	WHII.5	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by b) describing India, including the Mughal Empire and coastal trade; c) describing East Asia, including China and the Japanese shogunate.		
Age of Revolutions	WHII.6	The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by a) describing the Scientific Revolution and its effects; b) describing the Age of Absolutism, including the monarchies of Louis XIV, Frederick the Great, and Peter the Great; e) describing the French Revolution; f) identifying the impact of the American and French Revolutions on Latin America; g) describing the expansion of the arts, philosophy, literature, and new technology.		
	WHII.7	The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by c) explaining events related to the unification of Italy and the role of Italian nationalists; d) explaining events related to the unification of Germany and the role of Bismarck.		

Appendix C, continued

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	WHII.8	The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by d) explaining the rise of industrial economies and their link to imperialism and nationalism; e) assessing the impact of European economic and military power on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.		
Era of Global Wars	WHII.9	The student will demonstrate knowledge of the worldwide impact of World War I by a) explaining economic and political causes, major events, and identifying major leaders of the war, with emphasis on Woodrow Wilson and Kaiser Wilhelm II; b) explaining the outcomes and global effect of the war and the Treaty of Versailles; c) citing causes and consequences of the Russian Revolution.		
	WHII.10	The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by a) describing the League of Nations and the mandate system; c) examining events related to the rise, aggression, and human costs of dictatorial regimes in the Soviet Union, Germany, Italy, and Japan, and identifying their major leaders, i.e., Joseph Stalin, Adolf Hitler, Benito Mussolini, Hirohito, and Hideki Tojo.		

Appendix C, continued

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	WHII.11	The student will demonstrate knowledge of the worldwide impact of World War II by a) explaining economic and political causes, major events, and identifying leaders of the war, with emphasis on Franklin D. Roosevelt, Harry Truman, Dwight D. Eisenhower, Douglas MacArthur, George Marshall, Winston Churchill, Joseph Stalin, Adolf Hitler, Hideki Tojo, and Hirohito; b) examining the Holocaust and other examples of genocide in the twentieth century; c) explaining the terms of the peace, the war crimes trials, the division of Europe, plans to rebuild Germany and Japan, and the creation of international cooperative organizations.		
Post World War II Period	WHII.12	The student will demonstrate knowledge of major events and outcomes of the Cold War by a) explaining key events of the Cold War, including the competition between the American and Soviet economic and political systems and the causes of the collapse of communism in the Soviet Union and Eastern Europe; b) assessing the impact of nuclear weaponry on patterns of conflict and cooperation since 1945; c) describing conflicts and revolutionary movements in eastern Asia, including those in China and Vietnam, and their major leaders, i.e., Mao Tse-tung (Zedong), Chiang Kai-shek, and Ho Chi Minh.		
	WHII.13	The student will demonstrate knowledge of political, economic, social, and cultural aspects of independence movements and development efforts by a) describing the struggles for self-rule, including Gandhi's leadership in India; b) describing Africa's achievement of independence, including Kenyatta's leadership of Kenya; c) describing the end of the mandate system and the creation of states in the Middle East.		
	WHII.14	The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by a) describing their beliefs, sacred writings, traditions, and customs.		

Appendix C, continued

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
Geography	WHII.2	The student will demonstrate an understanding of the political, cultural, and economic conditions in the world about 1500 A.D. by a) locating major states and empires; c) describing the distribution of major religions; d) analyzing major trade patterns.		
	WHII.5	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by a) describing the location and development of the Ottoman Empire.		
	WHII.14	The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by b) locating the geographic distribution of religions in the contemporary world.		
Civics and Economics	WHII.4	The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by e) explaining the triangular trade; f) describing the impact of precious metal exports from the Americas.		
	WHII.5	The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. by d) describing Africa and its increasing involvement in global trade; e) describing the growth of European nations, including the Commercial Revolution and mercantilism.		
	WHII.6	The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by c) assessing the impacts of the English Civil War and the Glorious Revolution on democracy; d) explaining the political, religious, and social ideas of the Enlightenment and the ways in which they influenced the founders of the United States.		

Appendix C, continued

Reporting Category	SOL #	Specific Virginia Standard of Learning	Description of Planned Evaluation Method or Product	Complete
	WHII.7	The student will demonstrate knowledge of political and philosophical developments in Europe during the nineteenth century by a) assessing the impact of Napoleon and the Congress of Vienna, including changes in political boundaries in Europe after 1815; b) describing the influence of revolutions on the expansion of political rights in Europe.		
	WHII.8	The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by a) citing scientific, technological, and industrial developments and explaining how they brought about urbanization and social and environmental changes; b) explaining the emergence of capitalism as a dominant economic pattern, and subsequent development of socialism and communism; c) describing the evolution of the nature of work and the labor force, including its effects on families, the status of women and children, the slave trade, and the labor union movement.		
	WHII.10	The student will demonstrate knowledge of political, economic, social, and cultural developments during the Interwar Period by b) citing causes and assessing the impact of worldwide depression in the 1930s.		
	WHII.15	The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by a) identifying contemporary political issues, with emphasis on migrations of refugees and others, ethnic/religious conflicts, and the impact of technology, including chemical and biological technologies; b) assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom; c) describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements.		

APPENDIX D
Virginia Substitute Evaluation Program

2008-2009 Evaluation Plan Approval/Denial Form

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Division Name: _____ Submission

Subject/Course: _____

Resubmission Subject/Course: _____

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma
(check all that apply) ☐ Standard Diploma
☐ Modified Standard Diploma

Evaluation Plan: ☐ Approved ☐ Denied ☐ Pending

Review Recommendations:

Please correct each of the items checked below and resubmit the *Intent to Submit a Substitute Evaluation Plan* to the Virginia Department of Education within 10 days of receipt.

Section II

☐ Participation Criteria A "No" was checked; therefore the student is not eligible for the VSEP.

Section III

☐ Accommodations Accommodations previously used or currently provided to the student were not indicated.

Section IV

☐ Justification

- ☐ Justification Statement does not provide an overview of the student's disability.
- ☐ Justification Statement does not address the impact of the disability on the student performance and the Standards of Learning (SOL) test.
- ☐ Justification Statement does not describe accommodations used in classroom, division, or state assessments and the results on student performance.
- ☐ Justification Statement does not include signatures of IEP committee members.

Evaluation Plan, Section II

☐ Signatures The Evaluation Plan does not include signatures of course content or special education teachers.

☐ Method of Evaluation The Evaluation Plan does not include methods of evaluation.

☐ Completeness of Evaluation Plan The Evaluation Plan does not address all standards in the SOL test blueprint.

Missing standards: _____

Signed:

Division of Student Assessment and School Improvement
Virginia Department of Education

Date

APPENDIX E

Virginia Substitute Evaluation Program

2008-2009 Course Work Compilation Submission Cover Sheet and Affidavit

Section I: Student Information

Complete one cover sheet for each content area submission.

Student Name: _____ Date of Birth: _____

State Testing Identifier (STI): _____

School Name: _____ School Division Name: _____

Subject/Course Submission: _____

Administration: ☐ Fall ☐ Spring

Diploma Option: ☐ Advanced Studies Diploma
(check all that apply) ☐ Standard Diploma
☐ Modified Standard Diploma

Section II: Affidavit of Student Performance

I, the undersigned, do attest that all work contained in this Course Work Compilation was performed, to the best of my knowledge, by the student using allowed accommodations as stated in his/her current IEP or 504 Plan and in the presence of a teacher or paraprofessional. In compiling this evidence with the student and/or on his/her behalf,

I have:

- included only work completed solely by the student in the presence of a teacher or other authorized school personnel.
- provided the accommodations required by the student as documented in his/her IEP/504 Plan.

I have not:

- fabricated, altered, or modified student work samples, products or data.
- described behaviors that provide a negative image of the student.
- provided any accommodations/assistive devices that are not documented in the student's IEP/504 Plan and a regular part of the student's daily instruction.

Further, I attest that the student will not participate in an SOL test for this course/content during this administration of state assessments.

Course Content Teacher

Date

Special Education Teacher

Date

Other

Date

I have reviewed the contents of this Course Work Compilation.

Building Administrator or Designee

Date

APPENDIX F
Virginia Substitute Evaluation Program (VSEP)

2008-2009 Teacher Checklist for Course Work Compilation

Teacher Name: _____ Student Name: _____

Division Due Date for VSEP

CWC: _____

1. Course Work Compilation Submission Form Cover Sheet and Affidavit.

<input type="checkbox"/>	Signed Course Work Compilation Submission Form Cover Sheet and Affidavit is included.
<input type="checkbox"/>	Each staff person involved in generating evidence has signed the affidavit. Building Principal has also reviewed the collection and signed the affidavit.

2. Evaluation Plan Approval/Denial Form

<input type="checkbox"/>	The approved and signed Evaluation Plan Approval/Denial Form is included.
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3. Student Evidence Identification (SEI) Tag

<input type="checkbox"/>	SEI Tags have been placed on every piece of evidence to be scored.
<input type="checkbox"/>	Each SEI Tag has been checked to make sure it is identified with the correct SOL and bullet, as appropriate.

4. Division Required Forms

<input type="checkbox"/>	I have included all division required forms in the collection.
--------------------------	--

5. Evidence

<input type="checkbox"/>	Student's skill and proficiency is clear in the evidence.
<input type="checkbox"/>	All student work has been graded (% , grade, amount correct, etc.) so that correct and incorrect work is clearly identified or a statement of accuracy describing the student's performance has been included.
<input type="checkbox"/>	Evidence to be submitted represents the student's best work.
<input type="checkbox"/>	Evidence to be submitted addresses each SOL <u>stem</u> and <u>bullet</u> , as appropriate, listed in the testing blueprint.
<input type="checkbox"/>	Evidence to be submitted identifies any accommodations, supports, and assistive technology devices that are a regular part of the student's daily instruction.

6. Media (Pictures, Audio, Video)

<input type="checkbox"/>	I have placed an SEI tag on all the media evidence.
<input type="checkbox"/>	I have placed a Pre-ID student label on all non-paper evidence.
<input type="checkbox"/>	I have checked with the building level administrator to make sure there is a media release signed and on file for this student.

Captioned Photographs

<input type="checkbox"/>	All photographs have been captioned (required) to explain the activity occurring and the student's level of achievement.
--------------------------	--

Video

<input type="checkbox"/>	All video clips are short and focus on the skill the student needs to demonstrate the SOL.
<input type="checkbox"/>	All video clips are recorded in the division's required format – check with the School Coordinator (QuickTime, WMV, MJPG, AVI, MPEG4, ASF, DivX, etc.).
<input type="checkbox"/>	All video clips are saved on the division's required outputs (CD-R, CD-RW, DVD-R, DVD-RW, VHS tapes, DV tapes, etc.).
<input type="checkbox"/>	Videos have been checked to make sure they have been recorded correctly and work on multiple sources.
<input type="checkbox"/>	Transcriptions of video evidence have been written and are included in the CWC.

Audio

<input type="checkbox"/>	All audio clips are short and only focus on the skill the student needs to demonstrate for the SOL.
<input type="checkbox"/>	All audio clips are recorded in the division's required format--check with the School Coordinator (cassette tapes, mp3, wav, etc.).
<input type="checkbox"/>	Transcriptions of audio evidence have been written and are included in the CWC.

7. Other Recommended Steps

<input type="checkbox"/>	I have shared my collection with fellow teachers for input.
<input type="checkbox"/>	Division or school administrator has reviewed my collections for input.

APPENDIX G

Virginia Substitute Evaluation Program (VSEP)

2008-2009 Administrator Checklist for Course Work Compilation
--

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
Cover Sheet/Affidavit is signed, dated, and inserted at the front of the CWC.					
Evidence is provided for each SOL and bullet, as appropriate, on the test blueprint.					
Each piece of evidence to be scored has an SEI Tag attached.					
SEI Tags match content areas and reporting categories for all pieces of evidence.					
Each SEI Tag contains an SOL number and bullet, if appropriate.					
Each SEI Tag has <i>Demonstrated</i> or <i>Inferred</i> checked, as appropriate.					
All photographs are captioned and describe student performance.					
All student work submitted has been graded and clearly indicates correct and incorrect work; or a statement of accuracy has been included to show the student's level of achievement.					

APPENDIX G, continued

Virginia Substitute Evaluation Program (VSEP)

2008-2009 Administrator Checklist for Course Work Compilation

Teacher: _____ Reviewer: _____ Date: _____

Directions: Review each Course Work Compilation (CWC) for the information in the table below. Place a (+) if the item is satisfactory and a (-) if the item is unsatisfactory.

Items to Review:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:	Name: _____ Content Area:
All non-paper media have Pre-ID student labels.					
All electronic media have written transcriptions.					
Submitted evidence addresses the essential skills and knowledge required by the SOL.					
All division required forms have been included: 1. 2.					
Critical issues to be resolved before CWCs are submitted to the Division Director of Testing.					

APPENDIX H

Virginia Substitute Evaluation Program

Completed Course Work Compilation Submission Checklist

Please verify each component of the VSEP Course Work Compilation (CWC) before submission for scoring. This verification will ensure that each CWC is ready to be scored and will not be delayed in the scoring process. If documentation forms and materials listed below are incomplete or not provided, the CWC **CANNOT** be scored. However, if time allows, an attempt will be made to return incomplete materials to school divisions for completion and resubmission.

- ☐ An approved *Evaluation Plan Approval/Denial Form*. (Approved forms are returned to the school division within ten working days of submission to the Virginia Department of Education). **If the evaluation plan approval is not included, the CWC CANNOT be scored.**
- ☐ A *Course Work Compilation Submission Form Cover Sheet and Affidavit*. (Include one for each course with all signatures assuring student creation of submissions and compilation matrix.) **If cover sheet and affidavit are incomplete or not included, the CWC CANNOT be scored.**
- ☐ A *Course Work Compilation* that supports the content area Standards of Learning (SOL) where the student is seeking an end-of-course verified credit for the Standard or Advanced Studies Diploma, or certification for having met the literacy and/or numeracy requirements for the Modified Standard Diploma.
- ☐ All SOL addressed in the test blueprint have been evidenced in the CWC.
- ☐ Accommodations used are documented in the student's IEP/504 plan.
- ☐ Work samples are graded, and work answers are clearly identified. Evidence such as anecdotal records, audios, videos, and interviews include a statement of accuracy describing the student's achievement on the SOL being defended. **Work samples that are not graded CANNOT be scored.**
- ☐ Each piece of evidence includes a completed SEI Tag identifying the SOL, the bullet, and whether the evidence is "Demonstrated" or "Inferred."
- ☐ The outside spine of the binder and each piece of non-paper media should have a Pre-ID student label.

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